

us. Our school put together a program called Independence and it is for single mothers with one child and I have a child and a child on the way, so that is not a program that I can link, go through because I am going to have two children, and it is just so hard for me to find someplace to stay.

DANIELLE MORGAN: I am 16 and I have an eleven-month-old son. I live at my mother's house which includes me and my son, my mother, my six-year-old little brother and my stepfather, and that is somewhere that I really do not want to be right now because one thing is that it is hard to parent when you are also being parented. I can not do what I want with my son because my parents are interfering with that. And I have been told that because of past college students and just younger people that rented apartments in Burlington, they wrecked the apartments, we are not allowed to do that anymore and I feel that is unfair to me and my friends and whoever else is going through the same things I am going through because I feel that I deserve my own space for me and my child.

There is the Lund Home and I have lived there, I lived there when I was pregnant, and I feel that is a very good program. But then when you leave there, there are some people that are ready for something more. And I will be 17 in August and I feel like I could have my own apartment and my own space to live in. I thank Lund is for a beginning process for people that need to learn more things, but I have already been there and now I am stuck. I have nowhere else to go.

FALINDA HOUGH: Actually I am in the same situation as Danielle. It is hard to live in your house where you are also being parented and your parents are trying to tell you how to raise your kid. And there should be other opportunities for us as far as the Lund Center, but you cannot go there if you have two children, so it is hard for other people to go there. And there should be more housing for us where we can live.

HON. BERNARD SANDERS IN THE HOUSE OF REPRESENTATIVES

ON BEHALF OF PAULA DUFRESNE AND KATHLEEN SHEVCHIK

REGARDING DATE/ACQUAINTANCE RAPE—MAY 26, 2000

KATHLEEN SHEVCHIK: Good morning, Congressman SANDERS, fellow students and those attending this event.

Today we come before you to express our concern about a crisis: date and acquaintance rape. After researching in depth about date and acquaintance rape, we feel a definite need for change in the near future. In our society there needs to be more awareness and knowledge available for students. There are many factors leading to rape whether it is alcohol, drugs or even Rapinol slipped into a drink, this is a serious problem needing a definite solution.

Acquaintance rape is defined as any non-consensual sexual activity between two or more people who know each other. Here are some facts. 60 percent of all rape victims know their assailants, but 92 percent of adolescent rape victims know their assailants. On college campuses one in every four women is a victim of rape. 84 percent of these women knew their assailant and 57 percent of those rapes happened on a date.

Congressman SANDERS, I will enroll as a freshman next year in college, and after this research I am scared that I could be another statistic. Date rape is about power and control, not romance and passion. Many women think it could never happen to them, but they are simply not educated enough on this issue.

What we are proposing today is the need for schools to provide more education on date and acquaintance rape. Women need to become more aware of their surroundings and situations that lead to rape. Men must be portrayed as a part of the solution, not just the source of the problem.

PAULA DUFRESNE: We think there should be an educational program nationwide. This program should inform both men and women on all aspects of date rape. We feel this program should be attended twice; once entering high school and once entering college. We feel that this program should have group discussions about when sexual activity is considered rape, how to be more assertive, and to realize that no always means no. There should also be the victims of date rape and even possibly their assailants. This program would create more awareness to everyone. It would bring so much positive to schools and even to individuals. The knowledge should be given out before the students have to use it. We strongly believe that no action will only insure that an unacceptable situation remains unchanged. In conclusion, we will leave you with the words of Katie Ripley, a college student who wrote *The Morning After*, Sex, Fear and Feminism on Campuses. "Today's definition of rape has stretched beyond bruises to threats of death or violence to involve emotional pressure and the influence of alcohol."

BLUE RIBBON SCHOOL WINNER

HON. RANDY "DUKE" CUNNINGHAM

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, September 19, 2000

Mr. CUNNINGHAM. Mr. Speaker, I rise today to congratulate Scripps Ranch High School in Scripps Ranch and its leaders, Principal, David LeMay and Superintendent, Alan Bersin. Scripps Ranch has been designated by the U.S. Department of Education as a National Blue Ribbon School for 2000. I am proud to inform my colleagues that my district had an amazing record of eleven schools selected for that prestigious honor this year. I would also like to note that the Academy of Our Lady of Peace right outside my district in San Diego County was also named a Blue Ribbon School. I applaud the educators, students and communities in each of the San Diego County schools who pulled together in pursuit of educational excellence.

Blue Ribbon Schools are recognized as some of the nation's most successful institutions, and they are exemplary models for achieving educational excellence throughout the nation. Not only have they demonstrated excellence in academic leadership, teaching and teacher development, and school curriculum, but they have demonstrated exceptional levels of community and parental involvement, high student achievement levels and strong safety and discipline.

After schools are nominated by state education agencies for the Blue Ribbon award, they undergo a rigorous review of their programs, plans and activities. That is followed with visits by educational experts for evaluation. Ultimately, those schools which best demonstrate strong leadership, clear vision and mission, excellent teaching and curriculum, policies and practices that keep the schools safe for learning, family involvement and evidence of high standards are selected

for this prestigious award. I am pleased that they are now receiving the national recognition they are due.

As school and community leaders head to Washington for the Department of Education awards ceremony, I want to thank them once again for a job well done. More satisfying than any award, these leaders will have the lifelong satisfaction of having provided the best education possible and a better future for thousands of children. I am proud of what they have achieved, and want to share their achievements so that more people benefit from their accomplishments. I ask that a summary of Scripps Ranch High School's superior work be included in the record:

Scripps Ranch High School, San Diego, California, opened in 1993, modeling its curriculum on Second to None: A Vision of the New California High School, the 1992 report from the California State Department of Education Task Force. Strong academics, modern technology, a wide variety of electives, block scheduling, advisory periods, and the integration of academic and career curricula are Second to None fundamentals and the foundation of the learning environment at Scripps Ranch High School (SRHS). An innovative and quality staff presently serves an ethnically diverse 2,063 student population.

All students participate in a 23-minute CORE (Career Opportunities, Reading, and Exhibitions) advisory period that meets two days each week. The CORE period is used to mentor students, promote school-to-career activities, and to advance literacy through reading. Staff members keep the same CORE students throughout their high school years. Because of this continual mentoring in a 25 to 1 ratio, each student has a link to a staff member who knows and cares about them and can refer them for assistance when a need arises. The heart and soul of SRHS lies in its staff. Their dedication to teaching and students is obvious to anyone who visits a classroom or attends an extracurricular event. Teachers not only sponsor clubs and coach teams, they attend and support student events and activities throughout the school year. This school began with pride in its foundations, continues to build on its reputation of excellence, and is ever ready to enhance its programs to benefit the students that it serves.

DEBT RELIEF LOCK-BOX RECONCILIATION ACT FOR FISCAL YEAR 2001

SPEECH OF

HON. WALTER B. JONES

OF NORTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Monday, September 18, 2000

Mr. JONES of North Carolina. Madam Speaker, I rise today to urge my colleagues to support the Debt Relief Lockbox Reconciliation Act.

According to the Department of Treasury, our national debt stands at over \$5.6 trillion. Every man, woman, and child owes \$21,000 for that debt. Even in these strong economic times, that debt remains an albatross over the prosperity of future generations. This legislation takes steps to correct that problem. It would ensure that the vast majority of the surplus is reserved for two important purposes: